**Unit Specification**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Employability/ Work-based Learning: Implementing Best Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Credit value</strong></td>
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<tr>
<td>Level 7</td>
<td>20 (10 ECTS)</td>
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<tr>
<td>Is this a common unit?</td>
<td>Expected contact hours for unit</td>
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<tr>
<td>No</td>
<td>30</td>
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**Pre and co-requisites**
None

**Aims**
Employability is a key driver in education within the UK and internationally; the majority of students want to be employable at the end of their education journey in order to move seamlessly into the productive world of work. The aim of this unit is to identify best practice in relation to work based learning in the curriculum, analysing the impact of a variety of innovative pedagogical tools and techniques that support the development of employability, and enhancing the skills of integrating these into innovative programmes of learning. In particular, the unit attempts to merge theory with practice and knowledge with experience.

**Intended learning outcomes (ILOs)**

Having completed this unit the student is expected to:

1. Demonstrate critical engagement with contemporary research and debates surrounding the concepts of employability and work-based learning;

2. Critically analyse the value of several initiatives including peer assisted learning (PAL), work placements, Global Talent Award and professional portfolio development in supporting student learning and the contribution to employment prospects and professional development;

3. Develop successful strategies for the effective identification, testing, implementation and evaluation of practices designed to support students preparing for work placements, including a range of techniques used by employers to assess potential talent and performance;

4. Plan an innovative employability tool, including an evaluation approach, which will enhance the student learning experience.

**Learning and teaching methods**
The unit will be delivered using blended learning, underpinned by face-to-face or online master classes. Students are expected to work collaboratively with other learners in developing ideas, engage in peer feedback and reflect on their learning using a reflective learning framework. Participants are encouraged to identify personal developments needs and to use the opportunities presented by this unit to develop knowledge, strategies and confidence to enhance their own professional practice.

**Assessment**

**Formative assessment/feedback**
A presentation/video of assignment development plans to enable feedback and guidance to be provided by peers and tutors

**Summative assessment**
ILOs 1-4 will be assessed coursework.

**Indicative assessment**
The coursework will typically consist of:
A 20 minute presentation and/or video of a proposed employability/professional development unit/module incorporating a variety of tools, and must include suggested rubrics for assessing students’ work (60% of unit mark)
A 1500 word critical reflective account on the knowledge and insights gained through the process of creating the proposed employability/professional development unit/module (40%)

**Indicative unit content**

- Deconstructing job and person specifications and developing placement search strategies
- Communication, teamwork and leadership through PAL
- Personal values, beliefs and understandings, metacognition, CPD
- Using e-portfolios to record and evidence skill development
- Critical reflection on experience

**Indicative learning resources**

All reading lists and recommended websites will be available online to students via the VLE and updated each year to ensure relevance and currency. The following is a small selection of the recommended reading:


| Unit number | Click here to enter text. | Version number | 1 |